

# Mental Health & Wellness: Spectrum of Needs

*A collaborative support document created by Wellness & Equity Education and the Mental Health Team at Western University  
April, 2024*

**This tool can be used in a few different ways:**

- You can use this to better understand where a student is at and what type of supports may be appropriate for them, based on their needs.
- You could also show a student this tool and encourage them to reflect on where they feel they are at, and to reach out to the corresponding support.

**For the most up-to-date resource recommendations visit [wellnessresources.uwo.ca](https://wellnessresources.uwo.ca)**

# How are you feeling?

## I'm doing pretty good

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I'm socially and physically active.

I have normal mood fluctuations - I cope well and take things in stride.

I'm productive and consistent in my performance.

I'm energetic.

I sleep well.

I'm confident in myself and comfortable with others.

I find meaning and success in my life.

## I'm starting to struggle

...

I find myself reaching for more unhealthy coping strategies to keep up with my activities.

More often than not, I feel stressed, worried, nervous, angry, tearful or sad.

My academic or work performance has decreased. I'm procrastinating or forgetting things.

I'm irritable, impatient, panicked, restless or fatigued.

I have difficulty relaxing, or my mind is preoccupied by intrusive thoughts.

It's getting difficult to socialize. I find myself cancelling plans and leaving texts unanswered.

I'm starting to feel worthless.

## I need help

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I feel isolated, even when I'm with people closest to me.

I feel a high level of anxiety, panic or deep sadness every day.

I constantly feel exhausted - some days I can't get out of bed.

More often than not, I feel stressed, worried, nervous, angry, tearful or sad.

My thinking and emotions feel out of control.

I'm not acting like myself - my important relationships are strained and stressful.

I feel overwhelmed by it all. I've thought about suicide.

## I'm in crisis

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I'm experiencing persistent suicidal thoughts and urges.

I'm having the strong urge to hurt someone else.

I'm not able to keep myself safe.

I'm unable to care for my basic needs; I'm completely shut down.

I'm seeing or hearing things that other people can't perceive.

# Where can you go for support?

## I'm doing pretty good



There are many ways to continue fostering positive mental health, which is important to do even when you're already feeling pretty good.

### Connection

Talk to a friend, classmate or loved one. Even a short conversation can leave you feeling connected and a little closer to those around you.

Get involved! USC Clubs has over 200 clubs where you can meet others with similar interests. Visit [westernusc.ca/clubs](https://westernusc.ca/clubs) for more information or [uwo.ca/campusrec/sport\\_clubs/index.html](https://uwo.ca/campusrec/sport_clubs/index.html) to learn more about [Recreational Sport Clubs](#).

Sign up for an [intramural team](#), where connection and movement meet! Visit [uwo.ca/campusrec/intramurals](https://uwo.ca/campusrec/intramurals) for more information.

Find academic and social connection support through a [peer mentorship program](#). [academicsupport.uwo.ca](https://academicsupport.uwo.ca)

### Movement

Finding ways to be active that you enjoy can help maintain positive mental health.

Visit [Western Campus Recreation](#) to learn more about hours of operation, exercise classes, personal training and more! [uwo.ca/campusrec](https://uwo.ca/campusrec)

### Learning more about yourself

Explore how your [individual strengths](#) can help you thrive both in and out of the classroom. [strengths.uwo.ca](https://strengths.uwo.ca)

## I'm starting to struggle



### [Western University Mental Health Counselling](#)

Appointments are available Monday to Friday and can be booked in-person, online or by calling reception at 519-661-3030.

### [Western University Mental Health Group Care](#)

Join your peers and mental health counsellors of relevant backgrounds to discuss topics that most impact you in a safe affirming space. Groups include Queer Connections; Journey Together: Sharing our Lived Experience (for Black & Racialized students); and more.

### [Reach Out 24/7](#)

Provides confidential mental health and addictions support and services, including a 24/7 phone and text crisis line. Call or text 519-433-2023.

### [Good2Talk](#)

Offers 24/7 confidential, multilingual support to post-secondary students in Ontario. Call 1-866-925-5454 or text "GOOD2TALKON" to 686868.

### [Togetherall](#)

Western University students have access to free, 24/7 anonymous peer-to-peer support at [togetherall.com](https://togetherall.com)

Explore [learning](#) and [writing](#) supports when you're feeling overwhelmed with your academics.

[learning.uwo.ca](https://learning.uwo.ca)

[writing.uwo.ca](https://writing.uwo.ca)

## I need help



### [Western University Mental Health Counselling](#)

Walk-in appointments available until 4:30 p.m. Monday to Friday by calling reception at 519-661-3030.

### [Reach Out 24/7](#)

Call or text 519-433-2023.

### [Good2Talk](#)

Call 1-866-925-5454 or text "GOOD2TALKON" to 686868.

### [Trans Lifeline](#)

Offers confidential peer support services for trans folks. Call 877-330-6366.

### [First Nations and Inuit Hope for Wellness Help Line](#)

Offers 24-hour culturally relevant telephone crisis intervention counselling. Call 1-855-242-3310.

### [Naseeha Mental Health Helpline](#)

Offers 24/7 Muslim mental health support. Call 1-866-627-3342.

### [LGBT Youth Line](#)

Offers text support for LGBTQ2S+ youth (Sunday to Friday from 4:00 - 9:30 p.m.) Text 647-694-4275.

### [Anova](#)

Offers a 24/7 crisis line for those experiencing gender-based violence or supporting someone who is. Call 519-642-3000.

## I'm in crisis



### **9-1-1**

If you are in immediate danger or need urgent medical support, call 9-1-1.

### [Western Special Constables](#)

Available 24/7 and can be reached from a campus phone by dialing 9-1-1, or extension 83300 for their non-emergency line. You can also call from your cell phone at 519-661-3300.

### [9-8-8 \(National Suicide Crisis Helpline\)](#)

If you are thinking about suicide, call or text 9-8-8. Bilingual, trauma-informed and culturally appropriate support is available to anyone in Canada, 24/7.

### **Hospital Emergency Department**

If you need urgent medical support or are in immediate danger of harming yourself or someone else, go to your nearest hospital emergency department.

### [CMHA Crisis Centre](#)

Available for in-person walk-in crisis support 24/7 at 648 Huron St, London, ON N5Y 4J8. For more information, you can call 519-434-9191.

More crisis resources are available at:

[uwo.ca/health/crisis.html](https://uwo.ca/health/crisis.html)

\*These resources are sorted to help you narrow down what might be the most applicable to you, based on how you're feeling.

See a resource in a different column that sounds like a better fit for you? Please feel free to access any of the recommended resources.

Visit [wellnessresources.uwo.ca](https://wellnessresources.uwo.ca) for more.

## Do's and Don't's of Supportive Listening

### **Do Be Present:**

Give your full attention to the student. Demonstrate interest with your body language (eye contact, open posture, non-verbal cues such as nodding) to show that you are engaged in the conversation.

### **Do Listen Actively:**

Focus on what the student is saying without interrupting. Show that you are listening by paraphrasing, summarizing and asking open-ended clarifying questions.

### **Do Empathize**

Try to understand the student's perspective and emotions. Acknowledge their feelings and validate their experiences without judgement.

### **Do Reflect Feelings:**

Reflect back the student's words and emotions to show that you understand how they are feeling. Use phrases like "It sounds like you're feeling..." or "I can see that you're upset about...".

### **Do Offer Resources:**

Based on what the speaker shares, offer them a list of supportive resources that might be helpful to their situation.

### **Don't Minimize Concerns:**

Avoid downplaying or dismissing the student's concerns. Take their issues seriously and offer appropriate assistance.

### **Don't Rush Interactions:**

Refrain from rushing through conversations with students. Allocate sufficient time to listen actively and address their concerns comprehensively.

### **Don't Judge:**

Avoid passing judgement on students' situations (including labeling their experience, such as "it sounds like you are depressed"). Create a non-judgmental atmosphere where they can feel comfortable asking for support.

### **Don't Overstep Boundaries:**

Respect the student's privacy and maintain professional boundaries during interactions. Refrain from asking for more details than necessary or offering personal advice or testimonials.

### **Don't Lecture:**

Focus on listening to their needs and providing constructive guidance as appropriate.

### **Don't Over Promise:**

Refrain from making promises or guarantees that you cannot fulfil. Instead, offer realistic solutions and support that align with the student's needs.

\*If you have questions about this document, please reach out to [wellness.edu@uwo.ca](mailto:wellness.edu@uwo.ca)

## References & Resources

- Stress, Crisis & Trauma Supporting Individuals in Distress
- Flipping the Lid
- Caring for Yourself and Others: Stress, Distress and Crisis
- The Whole-Brain Child by Dan Siegel
- "Notice-Listen-Connect Handout" by Melanie-Anne Atkins, used under CC BY-NC-SA 4.0.